

IPSB Mentor Training Program Scoring Rubric

Program Objectives:

*Learning **and** assessment activities must be described to address fully each objective.*

Mentors will be able to:

1. Describe teaching behaviors, which mirror INTASC and Indiana standards for teachers.

- 3 – This objective has been addressed in a clear and precise manner. Multiple activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. The assessments are aligned with objectives and activities.
- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

NS– This objective has not been addressed. The program needs to be returned to the provider.

2. Describe content-specific standards-based (knowledge and pedagogy) teaching for P-16 learners.

- 3 – This objective has been addressed in a clear and precise manner. Multiple activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. The assessments are aligned with objectives and activities.
- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
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3. Assess a teacher's lessons and other classroom episodes to determine the teacher's knowledge, dispositions, and performance abilities in teaching to content and developmental standards.

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
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4. Explain and show examples of multiple assessments for use in evaluating students' learning in a given subject or grade level and how they align with instruction and teaching standards.

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
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5. Explain characteristics of “teacher as reflective practitioner,” with reference to possibilities for action research and inquiry.

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
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6. Use problem solving strategies in addressing issues in teacher development (for example, the issue of applying class management strategies to ameliorate the effects of a student’s disruptive behavior).

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

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7. Describe principles of class management which beginning teachers should use in establishing a class climate conducive to student learning.

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
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8. Explain a variety of teaching strategies, which address various learning modalities and styles.

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

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9. Conduct an evaluation interview with a beginning teacher demonstrating 1) active listening, 2) effective use of questions, and 3) suggestions for improvement.

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- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
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- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

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10. Explain Indiana’s Beginning Teacher Assessment Program.

- 3 – This objective has been addressed in a clear and precise manner. Multiple activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. The assessments are aligned with objectives and activities.
- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

NS– This objective has not been addressed. The program needs to be returned to the provider.

11. Describe the development of an initial practitioner's teaching portfolio, with reference of indicators of quality.

- 3 – This objective has been addressed in a clear and precise manner. Multiple activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. The assessments are aligned with objectives and activities.
- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

NS– This objective has not been addressed. The program needs to be returned to the provider.

12. Complete selected tasks represented in the beginning teacher assessment portfolio.

- 3 – This objective has been addressed in a clear and precise manner. Multiple activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. The assessments are aligned with objectives and activities.
- 2 – This objective has been addressed. Some activities are appropriate for developing standards-based teaching and habits of mind and practice. Participants are actively involved. Some assessments relate to the activities.
- 1 – This objective has been addressed. Activities are limited and repetitious. Participants are involved some of the time, limiting the development of standards-based teaching and habits of mind. Assessments are limited and/or do not relate to the activities.
- 0 – This objective has not been described clearly through indicated activity. Participants are not actively involved. The assessment(s) does not relate to the activity(ies).

NS– This objective has not been addressed. The program needs to be returned to the provider.

Essential Elements:

1. The program will involve periodic meetings over time to enable participants to reflect on information and develop understandings and skills for fulfilling the role of mentor (inclusion of a minimum of 40 hours is recommended for the program).

3 – The program consists of numerous meetings over a one-year or more period and concurrent with school-based or classroom-based activities.

2 – The program consists of multiple meetings over a one-year period and concurrent with school-based or classroom-based activities.

1 – The program consists of some meetings over a one-year period and away from school-based or classroom-based activities.

0 – The program consists of few meetings in less than a year away from school-based or classroom-based activities.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

2. Teachers in the program will examine documents and perform tasks from beginning teacher's portfolios to gain experience in portfolio development and evaluation.

3 – Participants complete an array of all the portfolio tasks simultaneous with their classroom activities.

2 – Participants perform some of the portfolio tasks simultaneous with their classroom activities.

1 – Participants examine and discuss the portfolio tasks.

0 – Participants do not examine, complete, or discuss tasks from the portfolio.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

3. Teachers in the program will spend time in group activities, experiencing collaboration and cooperation in learning and evaluating information, concepts, and skills.

3 – Teachers are continually engaged in group activities, experiencing collaboration and cooperation and evaluating information, concepts, and skills.

2 – Teachers are frequently involved in group activities, experiencing collaboration and cooperation and evaluating information, concepts, and skills.

1 – Teachers are seldom involved in group activities, experiencing collaboration and cooperation and evaluating information, concepts, and skills.

0 – Teachers are not involved in group activities, experiencing collaboration and cooperation, and evaluating information, concepts, and skills.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

4. The program will include an assessment component for documenting mentor teacher's achievement of program objectives.

3 – Mentors are continuously evaluated with varied forms of performance assessment for growth in the knowledge, dispositions, and performances of standards-based teaching and mentoring.

2 – Some forms of assessment exist to measure the growth in the knowledge, dispositions, and performances of standards-based teaching and mentoring.

1 – One form of assessment exists to measure the growth in the knowledge, dispositions, and performances of standards-based teaching and mentoring.

0 – No form of assessment exists to measure the growth in the knowledge, dispositions, and performances of standards-based teaching and mentoring.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

5. The program will include collaboration among school corporations, training entities, and higher education through a combination of P-16 educators to provide classroom experience.

3 – There is intentional collaboration among the school corporations, training entities, and higher education.

2 – There is some collaboration among the school corporations, training entities, and higher education.

1 – There is little collaboration among the school corporations, training entities, and higher education.

0 – There is no collaboration among the school corporations, training entities, and higher education.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

6. The program will include methodology for teacher reflection and inquiry, with examples of questions that guide action research in classrooms.

3 – Teachers are continually given opportunities for reflection and inquiry. An

action research project is expected of the participants.

2 – Teachers are periodically given opportunities for reflection and inquiry. An action research project is expected of the participants.

1 – Teachers are seldom given a opportunities for reflection and inquiry. Action research in the classroom is discussed.

0 – Teachers are not given opportunities for reflection or inquiry. Action research in the classroom is not included.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

7. The program will include a minimum of at least one IPSB Mentor Faculty Trainer.

3 – An IPSB Mentor Faculty Trainer is consulted in the ongoing development of the program and is an active participant in the implementation and assessment of that program.

2 – An IPSB Mentor Faculty Trainer is consulted in the development of the program and is given limited opportunity to actively participant in the implementation and assessment of that program.

1 – An IPSB Mentor Faculty Trainer is consulted in the development of the program but there is no evidence that the trainer will be used in the implementation and assessment of that program.

0 – An IPSB Mentor Faculty Trainer has discussed the program with program providers and has had insignificant input to its development.

NS– This essential element has not been addressed. The program needs to be returned to the provider.

Assessment:

1. Provide ongoing assessment of participants during training program.

5 – The program includes ongoing assessments using a wide variety of performance assessments and strategies.

4 – The program includes some ongoing assessments using a wide variety of performance assessments and strategies.

3 – The program includes some assessments using a limited number of varied performance assessments and strategies.

2 – The program includes some assessments and/or strategies.

1 – The program includes one type of assessment and/or strategy.

0 – The program includes no assessments.

2. Provide the rubrics to be used for the assessment of the objectives.

5 – All rubrics are provided. Rubrics reflect a graduated scale for scoring and provide clearly defined criteria for each level and align with all program objectives.

4 – All rubrics are provided. Rubrics reflect a graduated scale for scoring but lack clearly defined criteria for each level and align with all program objectives.

3 – Some rubrics are provided. Rubrics reflect a graduated scale for scoring and provide clearly defined criteria for each level and align with all program objectives.

2 – Some rubrics are provided. Rubrics reflect a graduated scale for scoring but lack clearly defined criteria for each level and alignment with all program objectives.

1 – One or two rubrics are provided. Rubrics reflect a graduated scale for scoring but but lack clearly defined criteria for each level and alignment with all program objectives.

0 – No rubrics are provided.

3. Describe the methods to be used for the general evaluation of program.

5 – Comprehensive program evaluation exists containing more than one form of assessment. All forms of assessment are provided and contain specific criteria of program expectations.

4 – Adequate program evaluation exists containing one form of assessment. The assessment form is provided and contains specific criteria of program expectations.

3 – A program for evaluation exists. The assessment form is provided but clear criteria for program expectations are lacking.

2 – A program for evaluation exists but does not measure the specific program goals. No forms for this assessment are provided.

1 – It is stated that a program of evaluation exists but no indication is given as to what form it takes. No forms for assessment are provided.

0 – No evaluation exists to measure the general program.